courses of instruction that look toward vocational opportunities, but the careful observer cannot avoid the inference that the great bulk of the pupils who leave the rural schools have done little more than to learn to read indifferently, to write clumsily, and to make ordinary calculations with difficulty, while they have not been pointed in any effective way toward any skilled vocation. Still less have they found in their school curriculum sympathy with these callings or the preparation for skill in them. The instruction in manual training and domestic science that is given in the elementary schools is confined almost wholly to the cities, and is a negligible influence so far as the larger problem of preparation for a vocation is concerned. The present elementary school system, therefore, lacks the qualities that will either interest a pupil in the trades or will give him the elementary grounding that furnishes skill in them.

In the secondary schools 103 pupils were reported as studying agriculture during 1911–12 in twelve approved high schools, and 126 pupils were studying domestic science in two approved high schools,—Burlington and Rutland. Four pupils studied agriculture in one approved academy, and nine pupils were receiving instruction in domestic science in another approved academy.

A commercial course of study is found in a greater or lesser degree of organization in twenty-six of the seventy-four approved high schools, in ten of the eighteen approved academies, and in seven of the twenty-five parochial schools. Eight hundred and ninety-one pupils—about one-sixth of the whole number in the approved high schools—were enrolled in commercial work, and two hundred and eighty, or about one-seventh of the pupils in the approved academies, were enrolled in similar courses.

In 1908 an annual state aid of $250 was authorized for any high school or grammar school whose course of study included instruction in manual training approved by the superintendent of education. The total expenditure for this purpose was limited to $5,000, a sum sufficient to subsidize twenty schools at the rate assumed. Only four schools were receiving such aid in 1911–12. The legislature of 1912 amended the act of 1908 by providing for an annual state aid of $200 for high school courses in agriculture, in domestic science, and in manual training, but this amendment did not become effective until July 1, 1913. This brief statement shows in sufficient detail what steps have been taken on the part of the state to introduce into the curriculum studies that make for vocational skill. In the main these studies—such, for instance, as manual training—serve to enrich the curriculum and to interest the pupil of the elementary and secondary school in vocational subjects. They are not intended to transform the schools into trade schools.

III. SPECIAL TRADE SCHOOLS

In the establishment of distinct trade schools, also, Vermont has been conservative. Only one school that may be fairly called a distinctive trade school of the elementary type is to-day in existence upon state foundation. This is the Randolph State School of Agriculture. In 1910, when the Randolph Normal School was discontinued, there was established in its stead a state school of agriculture for the purpose of "developing the agricultural resources of the state through practical instruction in agriculture, including tillage, crop raising, gardening, orcharding, forestry, dairying, stock raising, farm management, marketing, and the allied subjects of domestic science and the manual arts." It will be noted that the field of this school has been made so broad that it may touch almost any trade that has any connection with agriculture. The state provided $20,000 for the purchase of real estate, the erection of buildings, and the provision of equipment, and an annual appropriation of $10,000 has been made for the maintenance of the school.

The Randolph State School of Agriculture began its work in the fall of 1911, enrolling fifty-six young men during the year 1911–12. The principal of the school reported, March 24, 1913, eighty-three students enrolled during the year 1912–13, of which number seventy-two were in attendance. The average age of entrance was between sixteen and seventeen. The majority of the students came from the distinctly rural communities of the state, with the educational equipment furnished by the rural schools. About half of the pupils had one or more years of high school work. During the past year eleven of the fourteen counties were represented in the enrollment of the school. The school offers a two-year course of instruction for pupils with only common school preparation, a one-year course for high school graduates, and a six weeks' winter course in dairying and general agriculture. A special elective course of one year is also announced. There is no doubt of the desirability of such a school as the Randolph school proposes to be. It is well located, and while not fully equipped as yet is carrying on effectively its practical instruction, its promise is large. It is a vocational school in the proper sense of that term. The legislature of 1912 appropriated $5,000 for the special purposes of the school and $25,000 for the construction of a dormitory.

A second school of the Randolph type was authorized by the legislature of 1912 (Act No. 67), to be located in Addison or Rutland County. The location and establishment of such school were conditioned upon the approval of the governor and the Educational Commission. An appropriation of $20,000 was provided for construction and also an annual appropriation of $10,000 for maintenance.

In 1910, through the generosity of Mr. Theodore N. Vail, a school of agriculture was organized in connection with the Lyndon Institute at Lyndonville. While the school is separate from the institute, the arrangements are such that the two institutions co-operate in the use of buildings and the employment of some of the teachers.

The object of this school of agriculture is to give "practical and theoretical instruction to Vermont boys who have neither the money nor inclination to pursue an extensive college course. The agricultural school is strictly a farmer's school, and it aims to educate students along the various lines of work that will be met with on the farm and in the home life. It is not intended to fit students for college, but to furnish a line of training that will be of immediate use in farming and its allied industries, like carpentry, blacksmithing, masonry, and concrete work, preparing the students not only to do farm work intelligently, but also to do for themselves practically all the other work in connection with the farm, such as the repairing of buildings from basement to roof and the repairing of wagons and machinery; in a general way, making them independent of any outside skilled labor and also putting them in a position to assist their neighbors whenever spare time may permit."

The course covers a period of two years of nine months each. The theoretical work is given at the Lyndon Institute, while the practical work is done in the shops and on the school farm. Pupils who have passed the state examinations for free tuition in secondary schools are admitted. A few pupils are admitted who have not had the requisite amount of preparation, provided they satisfy the director of their ability to pursue the work with profit.

The annual expense of attendance, about $200, must be met by all pupils. This is done in two ways, either by cash payments or by work. Under the work payment system the school offers a few scholarships to Vermont boys, financially unable to pay their way. These scholarships enable the holders to pay their expenses by manual labor during vacation periods as well as during term time. Each pupil on the cash payment system is required to do six hundred hours of farm work before a certificate of graduation will be given.

During 1911–12, fifty pupils were enrolled, twenty-seven in the second (senior) year, all of whom came from Vermont, and twenty-three in the first (freshman) year, five of whom came from Massachusetts. During 1912–13, seventeen second-year pupils and thirty-six first-year pupils were enrolled, a total of forty-three, ten of whom came from other states.

For its regular class-room work the school utilizes the building of the Lyndon Institute. For its own special purposes it has a well-equipped shop-building, containing the blacksmith and carpenter shops; adequate farm buildings—horse stable, dairy barn, poultry house, root cellar, and so on; work horses, herds of cattle, poultry, swine; a school farm consisting of over one hundred acres of tillage land divided into upland and lowland. In addition the practical resources of Mr. Vail's "Speedwell Farms" are at the disposal of the school. The study plan of the school provides a carefully worked-out combination of class-room instruction and practical work, under the direction of a competent staff of teachers. In addition to its usual teaching activities the school has undertaken considerable agricultural extension work, such as orchard demonstrations, dairy testing, and farmers' institutes.

These two schools are trade schools in the true sense, and they are seeking a rational and safe relation to the school system. They constitute to-day the only serious attempts in the state of Vermont to deal with vocational training.

IV. A CONSTRUCTIVE PROGRAM

The school problem in Vermont, as in all other states, lies in the question how best to utilize the time of children from six to eighteen years old, so that these shall contribute in the most direct way both to citizenship and to economic efficiency. The state to-day compels the attendance in school of normal children between the ages of eight and fifteen inclusive for at least twenty-eight weeks of each year. Unless, however, the state is able to provide means by which the time of its children is more profitably and more economically used in school than it is at present, there is no justice either from the standpoint of morals, education, or economics in its monopoly of the years of compulsory school attendance. The present situation lends itself to a regime under which the communities suffer from idlers who are idlers because they have not been taught to do work that is based upon the acquirement of skill. What ought the state to do in order not only to develop the intellectual and moral qualities of its children, but also to fit them to become economically productive?

The first step in the answer to this question has been made in the policy that has been outlined for the reform of the school curriculum in the elementary and secondary school and for the reorganization of the educational administration. No successful system of trade schools can be effected until the general system of public schools is efficient and is in sympathy with the economic problems of their environment. On this basis a policy similar to that suggested for the training of rural teachers would appear to meet the situation most quickly and completely. This would involve the establishment of a thorough vocational course in agriculture in the lower or junior division of each of the proposed central or regional high schools. Such action would provide 15 or 18 stations for teaching the principles of farming to boys from 12 to 16 years of age. The sole purpose would be to make successful